

political participation in U.S. voting and other types of participation are included for analysis. The students relate the various forms of participation to the social background of the respondents. The data are drawn from a nationwide survey conducted in 1967.

**Package:** Five Student Manual/Codebooks (75 pages); software (data file [66 variable and 1,558 cases] for use with SPSS or any similar statistical analysis package).

**Version:** data file

#### POLITICAL SOCIALIZATION ACROSS THE GENERATIONS

**Registry #:** POL133

**Topic:** political socialization

**Suggested courses:** Political Behavior, Introductory Political Science, American Government

**Authors:** P. Beck, J. Brunner, and L. Dobson, American Political Science Association, Washington, D.C., 1975.

Students can examine the political views of parents and children with this data analysis package. The sample includes high school seniors and their parents who were first interviewed in 1965 and later in 1973. The data are taken from a nationwide sample of high school students and their parents.

**Package:** Five Student Manual/Codebooks (86 pages); software (data file [139 variables and 1,062 cases] for use with SPSS or any similar statistical analysis package).

**Version:** data file

#### REPRESENTATION IN THE U.S. CONGRESS, 1973

**Registry #:** POL131

**Topics:** congressional representation, constituency representation

**Suggested courses:** American Government, Political Behavior

**Authors:** R. Geigle and P. Hartjens, American Political Science Association, Washington, D.C., 1975.

This data analysis package allows students to examine factors related to congressional voting behavior. Information is available on the constituency characteristics and political factors.

**Package:** Five Student Manual/Codebooks (78 pages); software (data file [38 variables and 535 cases] for use with SPSS or any similar statistical analysis package).

**Version:** data file

#### SUPREME COURT IN AMERICAN POLITICS: POLICY THROUGH LAW

**Registry #:** POL125

**Topics:** judicial policy-making, judicial implementation, judicial compliance

**Suggested course:** American Government

**Authors:** J. Ryan and C. Tate, American Political Science Association, Washington, D.C., 1975.

With this package, students are able to investigate the voting behavior of justices of

the Supreme Court. Individual justices are investigated as well as the total Court to determine how patterns of voting on economic and civil rights issues change over time. A second subject investigated is the impact of the Supreme Court decisions on police behavior. The case investigated is the Miranda decision. The data include both votes of the Supreme Court and data on police interrogation behavior.

**Package:** Five Student Manual/Codebooks (88 pages); software (2 data files [34 variables and 1,992 cases, and 25 variables and 127 cases] for use with SPSS or any similar statistical analysis package).

**Version:** data file

#### UNITED STATES ENERGY, ENVIRONMENT AND ECONOMICS PROBLEMS: A PUBLIC POLICY

**Registry #:** POL126

**Topics:** public policy process, environmental policy

**Suggested course:** American Government

**Author:** Barry Hughes, American Political Science Association, Washington, D.C., 1975.

With this simulation, students can study the formation of public policy through the interaction of the U.S. economy, energy supply and demand, and the physical environment (air, water and land quality). The model of public policy used in this simulation is composed of the following elements:

1. societal, group and individual values and goals;
2. governmental structures and processes; and
3. the nonpolitical environment: economy, physical environment and energy system.

The simulation program contains data modeling the third element, thus allowing the student to examine various models representing the first and second elements and their implications in the area of environmental issues.

**Package:** Five copies of the Student Manual (52 pages); software (batch FORTRAN program, 133 lines of code).

**Version:** FORTRAN

#### VOTING BEHAVIOR: THE 1972 ELECTION

**Registry #:** POL128

**Topics:** voting behavior, electoral behavior

**Suggested courses:** American Government, Introductory Political Science

**Authors:** D. Bowen, C. Broh, and C. Prysby, American Political Science Association, Washington, D.C., 1975.

The U.S. 1972 election is the focus of this data analysis package. Students can explore the relationship between participation and the voters' choice for the presidency by relating these to the background characteristics of the respondents and to the respondents' attitudes on political issues. The data are taken from a 1972 national sample survey.

**Package:** Five Student Manual/Codebooks (75 pages); software (data file [128 variables and 2,705 cases] for use with SPSS or any similar statistical analysis package).

**Version:** data file

#### VOTING BEHAVIOR IN THE U.S. 1952-1976

**Registry #:** POL018

**Topics:** voting behavior, research methods, survey analysis

**Suggested courses:** Introductory Political Science, Research Methods

**Author:** G. R. Boynton, The University of Iowa, Iowa City, Iowa, Revised, 1979. Revised by CONDUIT, February, 1979.

A survey conducted by the Survey Research Center at the University of Michigan, either immediately before or after each of the presidential elections in 1952, 1960, 1968, 1972 and 1976, is the source for this data base. Specific analyses performed by the students relate presidential voting to party identification, attitudes toward presidential candidates and parties, policy attitudes, and the social characteristics of respondents.

**Package:** Student Manual/Codebook (65 pages); Notes to Instructor (8 pages); software (data file [50 variables and 3,524 cases] for use with SPSS or any similar statistical analysis package).

**Version:** data file

#### VOTING BEHAVIOR IN WESTERN EUROPE

**Registry #:** POL021

**Topics:** voting behavior, comparative politics, research methods, survey analysis

**Suggested courses:** Comparative Politics, Research Methods, Introductory Political Science

**Author:** Gerhard Loewenberg, The University of Iowa, Iowa City, Iowa, 1972.

This unit includes two data sets which contain data taken from comparable surveys of the voting age public in two countries, Great Britain and Germany. The British survey was conducted shortly after a national parliamentary election in Great Britain. A similar German survey was conducted by Professor Rudolph Wilderman shortly before the German parliamentary election of 1969.

**Package:** Student Manual/Codebook (55 pages); Notes to Instructor (8 pages); software (2 data files [Britain: 28 variables, 917 cases; Germany: 32 variables, 922 cases] for use with SPSS or any similar statistical analysis package).

**Version:** data file

## Psychology

#### COGNITIVE PSYCHOLOGY

**Registry #:** PSY051

**Topics:** cognitive processes, pattern recognition, concept learning, memory

**Suggested courses:** Experimental Psychology, Learning Memory, Human Information Processing.

**Author:** Wm. Bewley, COMPRESS, Inc., Wentworth, New Hampshire, 1974.

The intention of this laboratory manual is to facilitate innovative learning by using the computer to help students develop internal (mental) models of reality, test these models



against reality, and correct or refine the model as errors are found. No background in computer programming is required because information-processing operations appropriate for certain models (e.g., queueing models) are already programmed into the models. Six experiments, chosen to cover the range of cognitive activity represented in the current general conception of human information-processing systems, are presented for students to simulate.

The major potential problem in implementing these programs on the computer is timing. Measuring the response latency of the subject is an integral part of several of the experiments. If this measurement cannot be made accurately, the data may be too crude to be of any use. If a system is not designed for timesharing, and is processing through a batch operating system, the response time may be several seconds. Since this may be the same order of magnitude as the response time of the subject, the system response contributes a random variation that may conceal any trend in the subject's response latency. For best results, these programs should be run on a timesharing system that responds in approximately a second during peak job load. A timing box which controls the flow of data and resets the timer to zero may be attached to the terminal to overcome any response time problems.

**Package:** Student Manual (102 pages); Instructor Manual (96 pages); software (6 interactive BASIC programs, ranging in size from 217 to 392 lines of code). *Level 0 except for Level 1 string arrays, MAT INPUT and READ; and Level 2 response latency timing, multiple-line user defined functions.*

**Version:** BASIC

## IMPRINTING

**Registry #:** PSY192

**Topics:** imprinting, experimental design

**Suggested courses:** Experimental Psychology, Research Design, Animal Behavior, Introductory Psychology

**Author:** D. W. Rajcecki (University of Michigan), CONDUIT, Iowa City, Iowa, 1978.

This model operates under the pedagogy and programs of *Exper Sim* (MESS), an experiment simulator. (See the description of *Exper Sim* (MESS) under *Multidisciplinary*.) The unit is designed to provide students with the opportunity to investigate, through the application of research design, the theories of imprinting, in particular, imprinting in young precocial birds. The student studies the behavior of chicks as a function of target type, rearing conditions, age, arousal level and method, and number of tests. In the typical application of this unit, the student first reads a scenario (provided with the unit) which describes the problem and includes some published research related to the problem of imprinting. Then the student designs an experiment by specifying the values of the independent variables available in the model. The *Exper Sim* program then calculates the appropriate value of the dependent variable for the number of subjects specified by the

student. The model algorithm, which computes the individual subject's score, provides for sampling error so that the scores derived from replications of an experimental design differ according to a distribution function specified by the computer model. Summary statistics are provided, and the student evaluates the results according to the original hypothesis. Based on these findings, the student proceeds to design additional experiments which, it is hoped, follow from previous ones. Finally, the student prepares a report of his or her research written in APA format, or makes a presentation of the findings in class. The instructor can shape the use of this model by directing students' attention to specific independent variables.

**Package:** Includes five copies of Student Guide (32 pages); Instructor's Guide (45 pages); software (interactive or batch FORTRAN, *Exper Sim* (MESS) student version driver (4,470 lines of code) and model sub routine (965 lines of code) and two small sequential data files).

**Version:** FORTRAN

## ★ LABORATORY IN COGNITION AND PERCEPTION

**Registry #:** PSY224

**Topics:** cognition and perception, experimental research and design, human information processing

**Suggested courses:** Experimental or Cognitive Psychology; Experimental Design and Statistics; General Psychology; Introduction to Mental Processes; Human Memory, Learning and Conceptual Processes; Psychology of Thinking; Laboratory in Cognition and Perception

**Authors:** Michael Levy, et. al. (University of Florida), CONDUIT, Iowa City, Iowa, 1979

This package exposes students to a variety of phenomena, theoretical points of view, techniques, and experimental designs. Although classical problems in experimental psychology are presented, the major focus is on contemporary research. The package may be used as a vehicle for the instructor to demonstrate the use of between subject, within subject, and mixed designs, explore the methodological decisions a researcher must make prior to collecting data; and extend the student's knowledge of the processes and phenomena in contemporary human experimental psychology.

The *Laboratory* is intended to provide students with some of the skills used by cognitive psychologists in designing and conducting experiments. By performing as both the experimenter and the subject, the students experience the problems the scientist faces in asking and answering questions, and they develop skills in conducting and evaluating research.

The first objective of the package is to familiarize students with some of the classic studies in cognitive psychology in a way not possible through simply reading about the experiments. The second objective is to provide students with the "hands-on" experience needed to understand the logic of experimentation, and to start students on a path which may lead to independent research. Each experiment shows how the ideas behind the experiment are realized by the particular pro-

cedures used. As students gain practice in conducting and analyzing experiments, they will develop two essential skills of a scientist: understanding how each experiment simplifies complex processes; and assessing to what extent this simplification was successful.

The experiments are concerned with how the human information processing system actively selects information from the environment, transforms it in various ways, relates the information to previously acquired information, stores it, and retrieves it when appropriate and possible. The experiments included in the package are: Method of Constant Stimuli (Müller-Lyer); Signal Detection (Green-Swets); Span of Apprehension (Sperling); Iconic Memory (Sperling); Feature Detection (Neisser); Pattern Interpretation (Posner); Retrieval from STM (Sternberg); Short Term Forgetting (Brown Peterson); Comparing Visual and Semantic Information (Chase-Clark); Concept Learning (Levine); and Reasoning from Prose (Frase-Griggs).

**Package:** 5 Student Guides (100 pages); Instructor Guide (100 pages); software (12 interactive BASIC programs, ranging in size from 120 to 300 lines of code). *Level 1 BASIC except for response timing (TIME function), the ability to input a single character from the keyboard without a carriage return, and CRT cursor and screen control (typically printing ESCape sequences to the terminal such as CHR\$(27), "H").* The CRTs used with these materials must be able to receive information at 9600 baud to effectively simulate the tachistoscopic presentations. This requirement virtually eliminates use of these programs on most time-sharing computer systems; single-user or real time computers are required. Optional hardcopy output of experiment summaries is highly desirable to eliminate copying of results by hand.

**Versions:** BASIC, TRS 80, Apple

## SCHIZOPHRENIA

**Registry #:** PSY194

**Topics:** schizophrenia, experimental design

**Suggested courses:** Experimental Psychology, Research Design, Abnormal Development, Personality Theory, Introductory Psychology

**Author:** David Malin (University of Michigan), CONDUIT, Iowa City, Iowa, 1978.

This model operates under the pedagogy and programs of *Exper Sim* (MESS), an experiment simulator. (See the description of *Exper Sim* (MESS) listed under *Multidisciplinary*.) The unit is designed to provide students with the opportunity to investigate, through the application of research design, the theories of the incidence of schizophrenia in genetic and adopted relatives of people with a known diagnosis of either schizophrenic or not schizophrenic. *Schiz* is an appropriate model to use as an application of correlational studies (contingency tables, Pearson chi-square, log-linear models). In the typical application of this unit, the student first reads a scenario (provided with the unit)